

*Course Number and Title*

**AK/NURS 3010 3.0 The Nature of Nursing Knowledge**

*Course Director*

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*Course Date, Time, Location*

Tuesdays 1730 - 2030 hrs., Vanier College, Room 103

*Brief Course Description*

This course examines the nature of nursing knowledge. Students critically reflect on the historical, socio-political and philosophical forces influencing nursing knowledge. A variety of conceptual models of nursing are explored as well as their utility for practice.

*Approaches to Teaching-learning*

Learning is a journey of personal discovery. With this in mind, classes are highly inter-active, experiential and foster dialogue, critical reflection as well as cooperative group process.

*Learning Outcomes*

Upon completion of the course, students will be able to:

1. Articulate personal perspectives of nursing and the nature of nursing knowledge.
2. Critique historical, socio-political and philosophic factors that have influenced the development of nursing and nursing knowledge.
3. Express an understanding of a variety of nursing theories and conceptual models.
4. Demonstrate effective group participation and individual accountability in relation to processes of learning.

## CLASS OUTLINE

Class 1 Introduction and overview of course and cooperative learning.

Exploration of personal perspectives of nursing.

**Readings assigned for class 2.**

Class 2 Exploration of the ways in which we think about and experience nursing.

Critical examination of the factors that have influenced the nature of nursing.

Evolution of nursing knowledge.

**Submit nursing story and reflection notes.**

**Readings assigned for class 3.**

Class 3 The language of nursing theory.

Relationships between philosophy, meta-paradigm, paradigms, theories, conceptual models and practice.

Class 4 Paradigmatic perspectives: knowledge in the throes of transition.

**Nursing knowledge debate: assignment and group discussion.**

Class 5 **Submit Nursing knowledge debate assignment.**

**Preparation for class 6.**

Class 6 Exploration of Henderson, Orem, Roy and Neuman.

Class 7 Exploration of Watson, Rogers, Newman and Parse.

Class 8 Review of theories/frameworks: compare, contrast, critique.

Theory informed practice: guest presentations and discussion.

Building knowledge networks and resources.

Class 9 Conversations on nursing theory: Sharing your readings, discussing your understandings.

Each student is responsible for bringing 2 articles and reading journals to class.

Planning for the final essay.

Class 10 Conversations on nursing theory: Sharing your readings, discussing your understandings. Each student is responsible for bringing 2 articles and related reading journals to class (see reading journal assignment).

Class 11 Recovery of Meaning Group discussion and submission (see reading journal assignment).

Final essay discussion, consultation – bring your draft if you choose.

**Submit reading journal assignment.**

**Readings for Class 12**

Class 12      The notion of praxis – how theory informs practice and practice informs theory.  
Nursing knowledge and practice.  
Review of learning journey.  
Course reflections and feedback.  
**Submit final essay.**

*Concepts to be Explored*

Concept, conceptual model/framework  
Theory  
Philosophy, epistemology, ontology  
Meta-paradigm  
Paradigm  
Knowledge, ways of knowing, constructed knowing  
Perspective transformation, paradigm shift

*Required Text*

Course Kit (available from the University Book Store)

Tomey, Ann Marriner and Alligood, Martha Raile (2002). *Nursing theorists and their work (5<sup>th</sup> ed.)*. St. Louis: Mosby.

*Learning Evidences*

Nursing story and reflection:	10%
Nursing knowledge debate assignment:	20%
Reading journal assignment:	30%
Final Essay:	40%

## **NURSING STORY AND REFLECTION (10%)**

For Class 2, write a story from your own experience as a nurse. Choose a story about a patient situation that has great significance for you - one that reflects the true or essential meaning of nursing. Bring the story to class.

In Class 2, share your story with the group. The group will discuss nursing knowledge/ways of knowing that are revealed in your story. Your responsibility is to briefly record points made by the group with respect to how ways of knowing/knowledge are revealed. Submit your story and group discussion notes at the end of Class 2.

## **NURSING KNOWLEDGE DEBATE ASSIGNMENT (20 %)**

This assignment aims to help you explore your views on whether or not there is a unique body of nursing knowledge and present your views in thoughtful way.

The Question of Debate:

Is there a unique body of nursing knowledge? If so, is this important? If not, does it matter?

Process:

For Class 4, you will bring a statement describing your position with regard to the above question. You will also be expected to provide at least four supporting points of argument (these may come from your personal deliberations but should also include ideas presented in the readings from the course kit and/or text). Bring your citations in APA format.

During class 4 you will be sharing your position and arguments with your group members. The group's will discuss and debate the question. We will try to cluster people together who share the same position. Through group discussions, groups and individuals will build their arguments.

Learning Evidence:

On week 5, each student will submit a short paper (described below) which addresses the question of whether or not there is a unique body of nursing knowledge and whether or not this is important. Each student will submit rough draft notes that were taken to class 4 in addition to the short paper. The short paper will be graded.

Length of Paper: Maximum of 4 pages, typed, double spaced. Don't forget to submit your draft notes too.

Criteria for Short Paper:

An introduction is provided.

A clear statement of your position on the question is provided.

At least four points are presented and elaborated upon to support your position.

Points of argument include both personal thoughts and referenced ideas from the readings/text.

Conclusions are drawn and are presented.

The arguments presented in the paper go beyond those the individual student wrote in the draft notes indicating deeper thinking on the question as a consequence of group discussion.

The paper is clear, organized, and reflects a scholarly style.

Citations are submitted in APA format.

## **READING JOURNAL ASSIGNMENT(30%)**

During Classes 9 and 10, students will be engaging in ‘conversations on nursing theory’. You will be responsible for bringing to class four articles and reading journal reflections (two for each class). The articles will be related to one of the nursing theories/frameworks discussed in class. The course text has an extensive bibliography for each theorist which will help you gather your readings. Internet citations are not acceptable for this assignment unless they are full text articles from an on-line journal.

### Reading Journal Reflection

For each of the four articles you select, write a reflective journal about the articles using the following guide. This can be done in point form.

#### Reflective Questions:

1. What is the purpose or intent of the article?
2. What are the author’s main ideas or arguments?
3. How are the claims being made by the author supported/substantiated?
4. How does the article inform your own understanding of the nursing theory/framework?
5. How does the article inform your understanding of your own practice?

### Reconstruction of Meaning as Learning Evidence

During Class 11, each student will present to her/his group a ten minute presentation of the meaning she/he has constructed from reading and discussing the 4 articles. The group members and student will evaluate the presentation using the criteria provided below. Each student will submit a copy of the articles, reading journal reflections and group evaluations to the course professor at the end of class.

The student presentations will address the following:

1. Having read and reflected on 4 articles as well as having engaged in group discussion, how has this learning affected your understanding of the nursing theory/framework?
2. How has this learning informed your understanding of your own nursing practice?
3. How has this learning influenced your thinking on the broader questions about the nature of nursing knowledge?

#### Professor Evaluation (10%):

The Professor will give each student a grade out of 10 for submitting the 4 articles and responses to the reflective questions noted above.

Peer Evaluation (20%):

Group members will evaluate the student with respect to the reconstruction of meaning and related presentation to the group. Group members are expected to provide honest, authentic evaluations. If there is any question about authenticity, the Professor will reserve the right to call a group meeting to discuss the evaluation.

Criteria for peer evaluation:

(For each criterion, a scale of 0 - 5 will be used where 0 is low and 5 is high).

Introduction and conclusion are provided

Articulates how the learning has influenced understanding of the nursing theory

Articulates how the learning has influenced understanding of own practice.

Articulates how the learning has informed thinking about the nature of nursing knowledge

Clarity of ideas.

Logical flow.

Evidence of synthesis of thinking (doesn't just refer to one article, but brings in ideas from all articles and possibly other course readings)

Stimulating (raises good questions, ideas)

Encourages your own learning/thinking

Presents within time frame.

## **FINAL ESSAY (40%)**

Formal academic style is required for the final essay. You may write in the first person. APA style is the style of choice (see their web site or style manual available at the book store). According to University policy, gender-neutral language must be used. There is also zero tolerance for academic dishonesty in any form including, but not limited to, plagiarism. If writing is not your strength, the Writing Centre at Atkinson is very helpful.

Length:

Maximum of 10 pages, typed and double-spaced.

Focus of the Essay (choose one):

1. Conduct an in-depth study of a conceptual model/nursing theory of your choice, discussing how the model/theory would inform your ways of thinking and ways of being as a nurse.
2. Develop your own conceptual model/theory. State your assumptions, beliefs and values for each of the metaparadigm concepts. Describe how the model would inform your practice. If you choose this option, please discuss with course professor.
3. Pick a topic of your choice related to the course objectives/content. If you choose this option, please discuss your proposal with the course professor.

## **REQUIRED READINGS**

### **Class 2: Readings as assigned (one per person)**

1. Krejci
2. Carper (in Chin and Kramer)
3. Watson - Deconstructing modern metaphors
4. Watson - Reconstructing modern nursing

### **Class 3: Readings as assigned (one per person)**

1. Chapter 1 and 3 (text)
2. Fawcett, Chapter 1
3. Barrett
4. Cody and Mitchell

### **Class 4: York University School of Nursing Philosophy (all read)**

### **Class 12: Readings as assigned (one per person)**

1. Mitchell - Struggling in Change
2. Mitchell and Cody - Human Becoming Theory: A complement to Medical Science
3. Mitchell - Evidence based practice
4. Parse - Nursing science: The transformation of practice
5. Fawcett et. al. - On nursing theories and evidence

## **READINGS FOR CLASS 2**

## **READINGS FOR CLASS 3**

## READING FOR CLASS 4

## **READINGS FOR CLASS 12**